

Connect

4

PREPARATION

By :

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Primary Four preparation

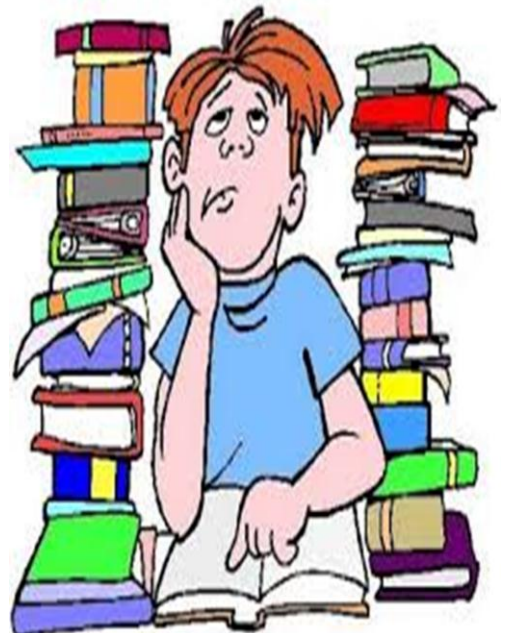
First Term

School :

Teacher's name:

Grade : four Primary.

Year : 2021 / 2022



Time table

Morning	Afternoon	Days	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 st Period					
2 nd Period					
3 rd Period					
4 th Period					
5 th Period					
6 th Period					
7 th Period					
8 th Period					

Syllabus Distribution
Plan of Education year
20..... / 20.....

Primary			
Months	Term	Sections	Remarks
<i>September</i> <i>October</i> <i>November</i> <i>December</i> <i>January</i>	First Term	Units..... Units..... Units..... Units..... Units.....	Connect Student's book
<i>February</i> <i>March</i> <i>April</i> <i>May</i>	Second Term	Units..... Units..... Units..... Units.....	Connect Student's book

Teacher
.....

Supervisor
.....

School manager
.....

Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age"

3- Reading :

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.

4- Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



Learning English outcomes for									
primary connect 4- First term									
 									
unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topic	strategies	Assessment
1 I feel good	Food-banana- chicken-grapes- mangoes – milk- onions- potatoes- rice- sugar cane- watermelon- body system- breathe- lungs- diaphragm-liver.	I vegetables and exercise. I want to play football, but I hurt my leg. Prefix re: repaint- remark – redo.	Long and short vowels: bag-cake- mom ,nose - mix- rice	Self-management: Eating healthy, living a healthy life.	- Appreciation of science -Respect -Tolerance	-Preventative and therapeutic health -Non- discrimination issues.	<u>Social studies:</u> A healthy life style. <u>Math:</u> prime numbers. <u>Science:</u> Digestive system-respiratory system-a balanced diet.	Pair work Role play. Group work.	Read and write about food and cultures.
2 Desert animals	Egyptian animals: camel, eagle-crocodile, pelican – snake- spider, fur-wing Comparative adjectives; bigger, faster, more beautiful, nicer.	- Crocodiles are more dangerous than horses. -A camel is taller than a fennec fox.	Sound discrimination. /p / , /b/ Pear, bear. bee ,pea- pin- beak Pelican -bird	Respect of diversity: recognizing differences and similarities between species	-Respect -Tolerance	Environmental responsibility: protecting our world.	<u>Science:</u> Senses and adaptation, animals in different parts of Egypt. <u>Math:</u> Decimal fractions (2 decimal places).	Pair work Role play. Group work.	Read and write about the animals, Read a fiction story about animals.
3 Why are plants green?	Plants-flowers- germinate- leaf- pollen – root- seed- shoot-soil -lotus-daisy- rose-cell – acacia. Superlative adjectives: biggest- most beautiful.	The sunflower is the biggest flower. What is the most beautiful flower. Suffix ful: careful- helpful- beautiful	sl : slice , sleep , slippers sw: swan, sweet, swim, switch, sweep.	Critical thinking: understanding from context. Respect of diversity Appreciation of plant diversity.	- Appreciation of science Understanding the importance of plants.	Environmental responsibility: protecting our world.	<u>Social studies:</u> Pollution – Egyptian habitats for plants. <u>Math:</u> Numbers up to a billion. <u>Science:</u> reproduction in plants, plant cell formation.	Pair work Role play. Group work.	Read and write about how plants clean the air and water. Learn the sounds sl , sw
Review 1	Revision from units : 1-3			Creativity Accountability	Acceptance				

Learning English outcomes for

primary connect 4 - first term



unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topic	strategies	Assessment
4 Where do you live?	Buildings: house- tent-cave apartment-boat- home- school- office – hospital shopping mall – Prepositions: in – above- next to- between- in front of- under.	Where is the hospital? The hospital is next to the school. Turn right, Go straight ahead, It's on the corner.	Sound discrimination: /f/, /v/ Fan - van	Critical thinking: The importance of helping others.	Independence Participation.	Loyalty and belonging	Social studies: Places in town. Giving directions	Pair work Role play. Group work	Read a dialogue about home and a story about living on a boat.
5 Where do you work?	Jobs: bus driver- builder- plumber- pipe faucet- blocks Electricity: lightning- plug- Socket- turn on	This is the socket the electrician is fixing. These are the plumber's tools.	Word stress in 2-syllable words	Decision making: Jobs I want to do and why.	Respect	Community participation. - Appreciation of science	Math: Dividing numbers. Social studies: Different roles in society. Science: Electricity.	Pair work Role play. Group work.	Read and speak about jobs in our community.
6 What do you do?	Industry- Education- energy- farming- fishing- salary- staff-oil -solar- wind- coal Build- drive-fix- help	What do you do? I work in the dishing industry. Prefix "dis": disagree – dislike- disappear	Sound discrimination: /e/, /i/ ten – tin /a/ - / u / run- ran	Accountability: Jobs Responsibilities Collaboration: pair work	Respect	Environmental responsibility	Math: Adding and subtracting fractions Science: A Forms of energy Social studies: Renewable and non- renewable resources. Sources of fuel.	Pair work Role play. Group work.	Read and write about the forms of energy And a story about fisherman.
Review 2	Revision from units : 4-6			Communication Creativity	Acceptance				
Fiction reader	In the taxi with uncle Sami			Communication Creativity Accountability	Respect for others	Non- discrimination for people with special needs	Digital citizenship Cross-cultural communication	Pair work Role play Group work	Read the story.



Date			
Period			
Class			



Contents	Unit 1	Let's remember	Lesson: 1	Page :vi/vii												
objectives	1-To recognize and revise food words from last year. 2-To ask and answer about tall-long and price using how. 3- To remember language and vocabulary from the last year course.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: feel- good- healthy- grapes- - rice – fish – breakfast- chicken- breakfast- lunch- dinner- sugar- soup-tomatoes-potatoes. Language: How long is the ruler?															
Refer To teacher's guide page	Page 1-2															
Exercise	No :1		Page : vi													
Exercise	No :2		Page : vii													
Assessment	I will get a student to come and say the foods using cards.															
Closing	Say the next time we will revise months and verbs.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 1	Let's remember	Lesson: 2	Page:viii/ix												
objectives	1-To remember and say the months correctly. 2-To use the present and past form of regular and irregular verbs. 3- To revise and add correct capital letters.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: January- February- March- April- May-June- July – August –September- October- November- December- buy-bought- cook-cooked-see-saw-look- looked. Language: I played football and saw a film yesterday.															
Refer To teacher's guide page	Page 3-4															
Exercise	No :1		Page : viii													
Exercise	No :2		Page : ix													
Assessment	I will get a student to come and say the months of the year.															
Closing	Say the next time we will learn about kinds of foods.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 1	I feel good	Lesson: 1	Page:4/5												
objectives	1-To recognize and express about foods. 2-To ask and answer about how to keep healthy. 3- To research and write about foods and how to keep healthy.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words: feel- good- healthy- grapes- grow rice – delicious – raise chicken- breakfast- lunch- dinner- onions- produce-tomatoes. Language: I eat vegetables and exercise.															
Refer To teacher's guide page	Page 4-5															
Exercise	No :1		Page : 5													
Exercise	No :2		Page : 5													
Assessment	I will get a student to come and say the foods using cards.															
Closing	Say the next time we will learn how we digest food.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit 1	I feel happy	Lesson: 2	Page :6/9												
objectives	1- To review vocabulary for foods 2- To read and complete a text. 3- To know and speak about the digestive system.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class saying good morning. Ask about words from the last lesson.															
Warm up	Ask about foods using: what do you like to eat?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: esophagus- lungs – stomach– small intestine–fats– remove waste Digestive system- muscle. Language: The right lung is larger than the left lung.															
Refer To teacher's guide page	Pages 6/9															
Exercise	No1 :1,2		Page : 6-7													
Exercise	No2:1, 2		Page : 8-9													
Assessment	Ask the pupils to speak about how we digest foods.															
Closing	Say good bye. Next time we will learn about our respiratory system and healthy things to do.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 1	I feel happy	Lesson : 3	Page :10/13												
Objectives	1-To learn and talk about healthy and unhealthy food and habits. 2- To practice making sentences with "and" or "but".															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The boa</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The boa		C D		Teacher's guide		Flash cards	
Student book		real objects		The boa												
C D		Teacher's guide		Flash cards												
Issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will say good morning. Ask about the foods.															
Warm up	I will get the pupils to answer: How do you digest food?															
Presentation New Vocabulary and structures.	New vocabulary: To teach the new words: Respiratory – breathe – oxygen- pumps- carbon dioxide – exercise –practice – play sports . I will get them to listen and repeat. Language: I can play football, but I can't swim.															
Refer To teacher's guide page	Pages 10 /13															
Exercise	No1 :1,2		Page : 10-11													
Exercise	No2: 1,2		Page : 12/13													
Assessment	Tell me about our Respiratory system.															
Closing	Say good bye. We will learn about long and short vowels.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 1	I feel happy	Lesson : 4	Page :14/17												
objectives	1-To identify and distinguish long and short vowels. 2- To identify and say words using the prefix re. 3-To read and listen to a short story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	Welcome saying good morning, Say words are healthy food.															
Warm up	Tell me some unhealthy food. How do you feel today?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: flapjacks- bag- cake- box- nose- mix- bike- apartment- redo- repaint- redid- re clean- remade- reread- rewrite. Language: using (and – but). I like cookies and cakes. I like honey but I don't like tea.															
Refer To teacher's guide page	Pages 14/17															
Exercise	No1 :1/2		Page : 14-15													
Exercise	No2: 1/2		Page : 16-17													
Assessment	I will get a student to come to the front and say sentences we do to protect our health.															
Closing	Say the next time we will learn about Damietta governorate.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 1	I feel happy	Lesson : 5	Page :18/19												
objectives	To talk about making food in Egypt such as cheese in Damietta. 2- To read a text about Damietta and answer the questions. 3- To write sentences about the food in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning; revise the words from last lesson.															
Warm up	I will get a pupil to say words are healthy food.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: governorate- Damietta – cheese – famous- land- wheat- guava-sugar cane. Language: Hana loves ice cream and chocolate. Mona likes fish bit she doesn't like milk.															
Refer To teacher's guide page	Pages 18/19															
Exercise	No1 :1		Page : 18													
Exercise	No2: 2		Page : 19													
Assessment	Say some sentences about the food in Egypt.															
Closing	Say good bye. We will make a presentation and revise all words of the unit next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 1	I feel happy	Lesson : 6	Page :20/21												
objectives	1-To revise the language of the unit. 2- To research and make a presentation. 3- To work together in groups. 4-To write instructions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the foods.															
Warm up	Say words have (long vowels) and words have (short vowels).															
Presentation New Vocabulary and structures.	Vocabulary: I will revise and teach the words: esophagus- intestine- burn - breathe - back – hit –bag of ice -sprained - twist –joints- scrape- band aid- gloves- nosebleed. Language: Why is it important to know about first aid?															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1,2		Page : 20													
Exercise	No2: 1,2		Page : 21													
Assessment	What should you do if someone has a nosebleed?															
Closing	Saying good bye, next time we will learn about desert animals.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 2	Desert animals	Lesson :1	Page :23/25												
objectives	1-To identify and learn about desert animals. 2- To listen, read, research and write about desert animals. 3-To practice making comparisons.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	Lesson Procedures															
Review	Greet the class saying good morning. Revise the foods and feelings.															
Warm up	Review the question, How do you feel? And the vowels.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: animals- crocodile - lizard- insects – bird -desert – huge- cute-scary- agree- spider – helpful- eagles- control- fennec fox- wing- fur. Language: Which animals are scary? I think crocodiles are scary animals.															
Refer To teacher's guide page	Pages 23/23															
Exercise	No1 :1,2		Page : 24													
Exercise	No2: 1.2		Page : 25													
Assessment	Ask and answer about the animals in our country.															
Closing	Saying good bye, next time will learn about Egyptian desert animals.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	Desert animals	Lesson:2	Page :26/29												
objectives	1- To identify and know the desert animals of Egypt. 2- To speak and learn about the nature of every animal. 3- To read and speak about the Egyptian desert animals.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the animals.															
Warm up	Revise asking with which animal is.....?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: animal- dangerous – people – fly –fennec fox – thick fur- skin- warm – keep –male – female – heavier- help- move Language: What does the fennec fox eat? It eats insects, lizards and mice.															
Refer To teacher's guide page	Pages 26/28															
Exercise	No1 :1-2		Page : 28													
Exercise	No2: 1-2		Page : 29													
Assessment	Say the animal, give some facts about it.															
Closing	I will tell them next time we will learn about the camel.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	Desert animals	Lesson:3	Page :30/33												
objectives	1- To identify and describe the camels. 2- To know about the camel life. 3- To learn and compare between camels and horses.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Say the animals which live in Egypt desert.															
Warm up	Answer: which animal scare you? Why?															
Presentation New Vocabulary and structures.	Vocabulary: Tech the new words: amazing – beautiful – strong - special – large flat feet – dangerous – safe - noisy –be careful - angry – slower than. Language: Camels are slower than horses. Camels are more dangerous than horses.															
Refer To teacher's guide page	Pages 30/33															
Exercise	No1 :1,2		Page : 31													
Exercise	No2: 1,2,3		Page : 32/33													
Assessment	Compare between camels and horses.															
Closing	I will say good bye, next we will learn different sounds (p - b).															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	Desert animals	Lesson:4	Page :34/37												
objectives	1-To recognize and produce the letter sounds (p), and (b). 2-To find words with the sounds (p) , and (b). 3- Listen and read a story between the bear and the pelican.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and facts about each one.															
Warm up	Compare between the camel and the horse using adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: pelican – pin- pen – pea- pear-paw –bear – bird – bee - beak. Language: Which animal is more intelligent the bear or the pelican? How much fish is there?															
Refer To teacher's guide page	Pages 34/37															
Exercise	No1 :1,2		Page : 35													
Exercise	No2: 1,2		Page : 36/37													
Assessment	Say words have (b) sound and words have (p) sound.															
Closing	I will say good bye, we will learn more facts about animals.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	Desert animals	Lesson:5	Page 38/39												
objectives	1-To read and know some facts about the aardvark. 2-To ask and answer questions about a text.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have sound (p) and (b).															
Warm up	Say the animals. Revise facts about the Egyptian desert animals.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: aardvark – strange – tongues – hunt –claws –paw- mammals- dolphin- include- interesting – dust – dig - during. Language: What do they eat? & how big are they? 															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	Desert animals	Lesson:6	Page :40/41												
objectives	1- To know how to keep the school clean. 2- To work with a group to make a poster. 3-To read and talk about an unpopular animal.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Respect - Tolerance.															
Skills	Respect of diversity: recognizing differences and similarities across species.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the sound (p) and (b) from last lesson.															
Warm up	Make a comparison between the horse and the camel.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: naked mole rat – popular-unpopular – eastern – control – temperature – scientists – teacher-ideas - cute. Language: The cat is heavier than the mouse. Why are the camel's feet special?															
Refer To teacher's guide page	Pages 40/41															
Exercise	No1 :1,2		Page : 40													
Exercise	No2: 1,2		Page : 41													
Assessment	Get the pupils to show their posters to each group.															
Closing	I will say good bye, next we will learn about the plants.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 3	Why are plants green?	Lesson: 1	Page :44/45												
objectives	1- To identify and talk about the different plants. 2- To ask and answer about how to grow the tomatoes. 3- To know and identify the parts of the plants.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Revise the sounds p and b and words have the sounds.															
Warm up	Revise the animals and compare between them using adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: leaf-soil- roots- shoot-seeds- flowers – grow – become- awesome – germination – water – plants – green – red- die- process. Language: why can a plant die?															
Refer To teacher's guide page	Pages 44/45															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2		Page : 45													
Assessment	What is the dad planting? Revise the story and answer.															
Closing	I will tell them next we will learn about the plants in Egypt.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 3	Why are plants green?	Lesson:2	Page :46/49												
objectives	1- To identify and know the plants in Egypt. 2- To compare between agricultural habitat and desert habitat. 3- To identify plants from the desert, lakes and agriculture habitat. 4- To compare between the rose and the sunflower.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the plants from the last lesson.															
Warm up	Ask and answer about animals and find facts about them.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: lotus flower – tamarisk – bean plant-reed- acacia – orange tree – label - daisy - rose- colorful -sunflower. Language: The rose is taller than the daisy. The daisy is more colorful than the rose.															
Refer To teacher's guide page	Pages 46/49															
Exercise	No1 :1/2		Page : 46-47													
Exercise	No2: 1/2		Page : 48-49													
Assessment	Say the plants; I will use the flash cards to revise all the words.															
Closing	I will say goodbye, next we will learn about seeds and plants.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 3	Why are plants green?	Lesson:3	Page :50/53												
objectives	1- To identify and know the parts of the cell. 2- To read a text and answer questions about it. 3- To read and know how the plants clean the air.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the plants and desert animals.															
Warm up	Ask and answer about plants. How can we grow tomatoes?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words:- produce- pollen – seeds - wend - very light- - cell -nucleus – vacuole – cell wall – chloroplasts- microscope – DNA information- sunlight- carbon dioxide. Language What is in the vacuole? There is water in it.															
Refer To teacher's guide page	Pages 50/53															
Exercise	No1 :1,2		Page : 50-51													
Exercise	No2: 1,2		Page : 52-53													
Assessment	Ask and answer using: How do the plants clean air?															
Closing	I will say goodbye next we will read a nice story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Class			
Period			
Class			



<u>Contents</u>	Unit: 3	Why are plants green?	Lesson:4	Page :54/57												
objectives	1-To read and understand a story. 2- To identify and compare life in the city and life in the desert. 3-To identify and know the new sounds sw\ and \sl\ 4-to use the numbers tens- hundreds- thousands-millions- billions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the plants and the cell parts.															
Warm up	Ask and answer: Why are the plants green?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: dry- city- polluted –noise – decide – millions - billion – boring- interested- sweep- sweet- swim- swan- slice- slippers -sleep. Language: A billion is a thousand million: 1000,000,000.															
Refer To teacher's guide page	Pages 54/57															
Exercise	No1 :1,2		Page : 54-55													
Exercise	No2: 1,2		Page : 56-57													
Assessment	What is that story about? Check answers.															
Closing	I will tell them that we will learn the life stages of a sunflower.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 3	Why are plants green?	Lesson:5	Page :58/59												
objectives	1-To recognize and produce the stages of life of the sunflower. 2- To complete the life stages of different plants. 3- To write and speak about the life stage of any plant.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; Say the desert plants and how we grow tomatoes.															
Warm up	Say words have the sounds sw , sl – p- b.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: seeds – sunflower – die-germinates –shoot- few weeks- process- again- soil – roots- start-put- sunlight- after that- first- next- finally. Language: first, you put the seeds in the soil and water it. Next the seed germinates.															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1,2		Page : 58													
Exercise	No2: 1,2		Page : 59													
Assessment	Ask them to tell about the life stages of a plant.															
Closing	I will tell them we will read about the papyrus for the next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit :3	Why are plants green?	Lesson:6	Page :60/61												
objectives	1- To learn and use the superlatives adjectives. 2-To listen and read a report about the papyrus. 3-To identify and remember the parts of the plant.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Critical thinking- Respect of diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the plants and large numbers.															
Warm up	Say words have the sounds "sw" and "sl".															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : To teach and revise the words: Egyptian plant – need- important- report- Ancient Egyptians – papyrus- paper – rafflesia arnoldii– oleander –dangerous. <u>Language</u> : The tallest land animal is the giraffe. The sunflower is the biggest flower.															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1,2		Page : 60													
Exercise	No2: 1,2		Page : 61													
Assessment	Show your plant life stages to your friends.															
Closing	I will tell them we will revise all the words and sentences that we learn next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>		Review 1	Part: 1	Page :62/63												
objectives	To revise the vocabulary and language from units (1 to 3).															
Materials	<table><tr><td>Student book</td><td></td></tr><tr><td>C D</td><td></td></tr></table>	Student book		C D		<table><tr><td>real objects</td><td></td></tr><tr><td>Teacher's guide</td><td></td></tr></table>	real objects		Teacher's guide		<table><tr><td>The board</td><td></td></tr><tr><td>Flash cards</td><td></td></tr></table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Self-management – Self- assessment.															
	<u>Lesson Procedures</u>															
Review	Greet the children, say words have" p "and " b " sounds.															
Warm up	Revise the animals. Revise the plants and large numbers.															
Presentation New Vocabulary and structures.	Vocabulary: Revise the words from units (1-3): animals (eagle – camel - spider -fennec fox – crocodile- lizard) the digestive system– the plants (root – seed- germination- sunflower-flower-lotus-daisy). Language: Why are plants green? The elephant is bigger than the crocodile. The sunflower is the biggest flower.															
Refer To teacher's guide page	Pages 62/63															
Exercise	No1 :1/2		Page : 62													
Exercise	No2: 1/2		Page : 63													
Assessment	Revise the life stages of the plant, use sunflower and tomatoes.															
Closing	I will say goodbye, next time we will revise all sounds.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



Contents		Review 1	Part: 2	Page :64/69												
objectives	1-To revise the letter sounds from units (1 to 3) , p – b– sw –sl . 2- To evaluate progress in units (1 to 3). 3-To read non- fiction text and answer the questions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility (Protecting our world).															
Values	Appreciation of science: Understanding the importance of plant.															
Skills	Self-management – Self- assessment.															
	Lesson Procedures															
Review	Greet the children, say words have " sw "and "sl" sounds.															
Warm up	Revise the desert animals. Revise plants and life stages of a plant.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : Revise the words with different sounds (pen- bear – pea- pod- sleep-bee- sweep- swan –sweet- swim – slippers- pear) – cacao tree- roast - dry – seedlings). <u>Language</u> : What do the seeds need? They need water and sunshine.															
Refer To teacher's guide page	Pages 64/69															
Exercise	No1 :1/2		Page : 64/65/66													
Exercise	No2: 1/2		Page : 67/68/69													
Assessment	I will get a pupil to say words have the sound (sw – sl).															
Closing	I will tell them that we will learn about the places next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit: 4	Where do you live?	Lesson:1	Page :71/73												
Objectives	1- To listen, read, research and write about different houses and places in a town. 2-To identify and describe the rooms of the house or apartment. 3- To know and identify places of living in different areas.															
Materials	<table><tr><td>Student book</td><td></td></tr><tr><td>C D</td><td></td></tr></table>	Student book		C D		<table><tr><td>real objects</td><td></td></tr><tr><td>Teacher's guide</td><td></td></tr></table>	real objects		Teacher's guide		<table><tr><td>The board</td><td></td></tr><tr><td>Flash cards</td><td></td></tr></table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
Issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the plants and desert animals.															
Warm up	Revise the sentence of a plant life stages from the last unit.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: house - apartment- cave- tent –bed room – living room- kitchen – houseboat-balcony- live- because-dining room. Language: where do you live? I live in a house. I live in an apartment.															
Refer To teacher's guide page	Pages 70/73															
Exercise	No1 :1/2		Page : 72													
Exercise	No2: 1/2		Page : 73													
Assessment	I will ask: Where do you live? And check the pupils' answers.															
Closing	I will tell them we will learn about the prepositions next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 4	Where do you live?	Lesson: 2	Page :74/77												
Objectives	1-To ask and answer about the place using prepositions. 2- To identify and read sentences about different places. 3- To compare between the life in a village and the life in a city.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; review the places and the rooms of the house.															
Warm up	Revise the plants and animals. Answer" where do you live?"															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: on- next to- behind- under- above- between – in front of- school- supermarket- hospital-office- post office- shopping mall. Language: Where is the school? The school is next to the hospital.															
Refer To teacher's guide page	Pages 74/77															
Exercise	No1 :1,2		Page : 74-75													
Exercise	No2:1, 2		Page : 76-77													
Assessment	Ask them "Where is the?" use places, check answers.															
Closing	I will tell them we will learn about giving directions next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit :4	Where do you live?	Lesson: 3	Page :78/81												
Objectives	1-To learn about giving directions to get a place. 2-To ask and answer about how to go to a place. 3-To use prepositions and direction to read the map of a place.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the places and the rooms of the house.															
Warm up	Say the prepositions, answer where do you live?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: go straight a head- turn right- turn left- corner- - museum- park - village- between – Excuse me- behind – next to – under. Language: Where is the park? Go straight ahead, it's on the right.															
Refer To teacher's guide page	Pages 78/81															
Exercise	No1 :1		Page : 78-79													
Exercise	No2: 2		Page : 80-81													
Assessment	Where is the post office? check answers.															
Closing	Next we will read an essay about Hurghada and a text about Dubai.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 4	Where do you live?	Lesson: 4	Page :82/85												
objectives	1-To read and understand an essay. 2-To learn and read about different Arab cities. 3-To write an essay or a text about a place.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words and phrases from the last lesson.															
Warm up	Revise the places and the prepositions.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: city – south- beach – town- desert- tourists – diagram- facts- heading- flag- bold text. Language: Hi, I'm I live in calledIt's in <i>About people live here.</i>															
Refer To teacher's guide page	Pages 82/85															
Exercise	No1 :1		Page : 82-83													
Exercise	No2: 2		Page : 84-85													
Assessment	Say an essay about your city or village, check writing.															
Closing	I will tell them we will read a story and learn about the sounds "f " and "v "next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 4	Where do you live?	Lesson: 5	Page :86/87												
objectives	1-To identify and know the difference between/ f/ and /v/ sounds. 2-To read and understand a story then answer questions. 3-To find and read words have the sounds /f /and /v/ .															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the words from the last lesson.															
Warm up	I will ask: Where is the park? Check answers to revise directions.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: face – fan –fish - foot – four- –five – van – cave –vegetables –living room. Language: Why is it important to help others? Because we will need help from others someday.															
Refer To teacher's guide page	Pages 86/87															
Exercise	No1 :1,2		Page : 86													
Exercise	No2: 1,2		Page : 87													
Assessment	Find some words start with /f/ and others with /v /sounds .															
Closing	I will say good bye, next time we will make a project about places in a town.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit: 4	Where do you live?	Lesson:6	Page :88/89												
objectives	1-To recognize and revise the places in a city. 2- To work in groups to do a project about the places. 3-To show and share their work with others.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging.															
Values	Independence - Participation.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the places and rooms.															
Warm up	Ask and answer: Where do you live? then revise prepositions															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words : map- diagram- park- hospital- places- work- help- headings- On - under- between- next to – Turn right – go straight ahead. Language: Question: where is the hospital? Answer: It's between the school and the park.															
Refer To teacher's guide page	Pages 88/89															
Exercise	No1 :1,2		Page : 88													
Exercise	No2: 1,2		Page : 89													
Assessment	Ask and check the answers: Where do you live? , Where is the?															
Closing	I will say good bye. Next we will learn about workers in our community.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 5	Where do you work?	Lesson: 1	Page :92/93												
objectives	1- To listen, read and write about workers in our community. 2- Ask and answer using "Who "? 3-To learn and identify the importance of every job.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the places and the prepositions.															
Warm up	Say words have the sounds: "f" and "v".															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words : builder- walls-electrician- electricity- connect-plumber- connect pipes- faucets- garbage collector- mail carrier deliver-package- letters- mechanic-fix cars- bus driver-difficult- dangerous. Language: Which job is the most dangerous?															
Refer To teacher's guide page	Pages 92 /93															
Exercise	No1 :1,2		Page : 92													
Exercise	No2: 1,2		Page : 93													
Assessment	Say the jobs, answer: which job is the most interesting?															
Closing	I will tell them we will learn about the electricity next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit :5	Where do you work?	Lesson: 2	Page :94/97												
objectives	1-To learn and read about electrical items in our life. 2- To read an interview about the importance of electricity. 2- To identify and know facts about electricity in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the jobs using cards.															
Warm up	Answer: Which job is the most dangerous? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words using cards: wire – electrician – storm – lighting– electric shock - socket- plugs – How fast– travel- dry – wet – turn on – turn off- unplug. Language: How many sockets can you see? I can see four sockets.															
Refer To teacher's guide page	Pages 94/97															
Exercise	No1 :1-2		Page : 94-95													
Exercise	No2: 1-2		Page : 96-97													
Assessment	Check their answer: Why is the electricity dangerous?															
Closing	I will tell them we will read a text about workers in our community next time, good bye.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 5	Where do you work?	Lesson : 3	Page :98/101												
objectives	1- To identify and know workers who help us every day. 2- To use this, that, these, those with different nouns. 3-To make a comparison using long adjectives.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children, Revise jobs and electricity items.															
Warm up	Answer: why is the broken wire dangerous? , check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: workers- skills – example - community – repair– countable- uncountable- speaker- this – that- these – those. Language: some jobs are more important than other jobs. * Singular and plural nouns (countable and uncountable nouns).															
Refer To teacher's guide page	Pages 98/101															
Exercise	No1 :1,2		Page : 98-99													
Exercise	No2: 1,2		Page : 100-101													
Assessment	Speak about near and far things using this -that-these- those.															
Closing	I will tell them we will read a story about three cousins, then I will say good bye.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 5	Where do you work?	Lesson:4	Page :102/105												
objectives	1- To listen, read and understand a story. 2- To learn about workers' tools that we need in our houses. 3-To learn about word stress in two -syllable words.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise the jobs and electricity words.															
Warm up	Ask them: What is the most dangerous job? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: tape measure- patient- electrician –experiment- screwdriver- blocks–teacher - architect – builder - dentist- doctor – plumber. Language: what did you like to play when you were little? * When I was little, I played with blocks and dolls.															
Refer To teacher's guide page	Pages 102/105															
Exercise	No1 :1/2		Page : 102-103													
Exercise	No2: 1/2		Page : 104-105													
Assessment	What job do you want to do? Why? Check answers.															
Closing	I will say goodbye. Next time we will read about mail carrier's job.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit : 5	Where do you work?	Lesson:5	Page :106/107												
objectives	1-To recognize and produce good and bad things about a job. 2-To listen, read and understand the text about mail carrier's job. 3- To find pros and cons about a job.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the jobs and electricity items.															
Warm up	Ask and check answers: How many sockets can you see?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: mail carrier's job – pros- cons - backache – inside- outside – weather – on one hand – on the other hand – exercise – hard – easy –paragraph. Language: This is the builder's hard hat. These are the plumber's tools.															
Refer To teacher's guide page	Pages 106/107															
Exercise	No1 :1/2		Page : 106													
Exercise	No2: 2/2		Page : 107													
Assessment	What's your favorite job? Say some pros and cons about it.															
Closing	I will say goodbye. Next time we will write a report about people who help us.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 5	Where do you work?	Lesson:6	Page :108/109												
objectives	1- To revise the language of the unit. 2- To listen and read a report about workers who made the school. 3- To make a report about who helps us at our homes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Community participation- Appreciation of science.															
Values	Respect.															
Skills	Decision making: jobs I want to do and why.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the words have "f" and "v" sounds.															
Warm up	I will get one of them to speak about a job, check answers.															
Presentation New Vocabulary and structures.	Vocabulary: Revise and teach these words: plumber – builder – electrician – mechanic -engineer - architect – bus driver –cleaner- taxi driver- school – fix – repair. Language: The builder built the school. The plumber gave us water.															
Refer To teacher's guide page	Pages 108/109															
Exercise	No1 :1/2		Page : 108													
Exercise	No2: 1/2		Page : 109													
Assessment	Draw your favorite job and write about it then show it to your friends, "Say sentences about it".															
Closing	I will say goodbye. Next time we will learn about more jobs.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 6	What do you do?	Lesson:1	Page :112/113												
objectives	1- To learn about more jobs. 2- To explore what an industry is and the names of some common industries.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise words from the last unit.															
Warm up	I will ask them: What's your favorite job? , Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: tourists- tour guide- tourism industry- fisherman- fishing – farmer – farming- boat- pick-wind turbines- engineer- geologist – education – energy – mining – iron- copper – wave power – coal – principal – transportation- hotel. Language: Question: What do you do? Answer: I work in the fishing industry.															
Refer To teacher's guide page	Pages 112/113															
Exercise	No1 :1/2		Page : 112													
Exercise	No2: 1/2		Page : 113													
Assessment	Ask about jobs using who works.....? Check answers.															
Closing	I will say goodbye. Next time we will learn about the industry.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 6	What do you do?	Lesson:2	Page :114/117												
objectives	1-To read a poem about common jobs 2- To learn about the tourism industry and hotel jobs. 3- To ask and answer about why and what people work.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the jobs and places of work.															
Warm up	I will ask them: What does your father do? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words : economy – tourism –hotel- industry – business – salary – staff- government- money- relax - deliver- sell- buy – my dream job- teach- fish- drive- build. Language: The government is a group of people who make rules for the country. Drivers deliver food. * Teachers teach. * Builders build.															
Refer To teacher's guide page	Pages 114/117															
Exercise	No1 :1/2		Page : 114-115													
Exercise	No2: 1/2		Page : 116-117													
Assessment	Speak about tourism industry at the hotels; Check answers.															
Closing	I will say goodbye. Next time we will read a nice story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit : 6	What do you do?	Lesson:3	Page :118/121												
Objectives	1-To read a story about the mango trees. 2- To learn about different energy resources. 3- To ask and answer about energy resources															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	Lesson Procedures															
Review	Greet the children and I will revise the jobs and places.															
Warm up	What job do you want to do? Why? Check their answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach these words: cut down- mangoes-advantages - renewable – Non-renewable – oil –solar energy – gas –problem- wave energy - coal - project. Language: Question: What is the problem with coal? Answer: It's non-renewable energy.															
Refer To teacher's guide page	Pages 118/121															
Exercise	No1 :1/2		Page : 118-119													
Exercise	No2: 1/2		Page : 120-121													
Assessment	Say some renewable resources of energy. Check answers.															
Closing	I will say goodbye. Next time we will read a story about a fish van.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit : 6	What do you do?	Lesson:4	Page :122/125												
objectives	1- To read a story about respecting the workers. 2-To learn about prime numbers. 3-To distinguish and pronounce short vowel sounds and prefix dis .															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the story of the mango trees.															
Warm up	Revise the jobs and the verbs such as teachers teach.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: engine – fresh – disappointed – surprised – sun-van –fish- ten- disappeared- dislike-disagree- disobeyed-numerator- denominator-subtract-fractions- recipe. Language: I dislike winter because I enjoy hot weather.															
Refer To teacher's guide page	Pages 122/125															
Exercise	No1 :1/2		Page : 122-123													
Exercise	No2: 1/2		Page : 124-125													
Assessment	Say words have short vowels " a-e-i-o-u " sound and words have " dis " sound.															
Closing	I will say goodbye. Next we will read an essay about teachers.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit : 6	What do you do?	Lesson:5	Page :126/127												
objectives	1- To read a text about the importance of teachers. 2- To learn about reasons and difficult about being a teacher. 3- To respect all teachers in our community.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the circus people using adjectives.															
Warm up	I will ask them: What does your father look like? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: the best job – immediately – students – everyone – reasons- encourage – special- difficult – fix- ask- answer- explain. Language: *Why do you want to be a teacher? ** Because I like helping students and i like to teach.															
Refer To teacher's guide page	Pages 126/127															
Exercise	No1 :1/2		Page : 126													
Exercise	No2: 1/2		Page : 127													
Assessment	Do you want to be a teacher? Why? Check answers.															
Closing	I will say goodbye. Next time we will learn about the respect.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 6	What do you do?	Lesson:6	Page :128/129												
objectives	1- To revise the language of the unit. 2- To talk about how we show respect to others. 3- To evaluate progress in this unit.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect.															
Skills	Accountability: job-Responsibilities- collaboration (pair work).															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise: jobs, animals and plants															
Warm up	I will ask them: What job do you like to do? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: respect –dentist- nurse – salary – industry – economy- money-business- carefully-litter- someone- around- throw – cleaner – people – color skin – rich- poor - younger – older. Language: I respect the cleaner, I don't throw litter. Mechanics fix cars.															
Refer To teacher's guide page	Pages 128/129															
Exercise	No1 :1/2		Page : 128													
Exercise	No2: 1/2		Page : 129													
Assessment	How we show respect to the workers? Check answers.															
Closing	I will say goodbye. Next time we will revise the last three units.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>		Review :2	Lesson:1	Page :130/131												
objectives	To revise the vocabulary and language from units (4 to 6).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Awareness of rights and duties- Environmental responsibility.															
Values	Respect - Independence - Curiosity.															
Skills	Communication – Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the places and giving directions.															
Warm up	Where is the school? How can I go to the hospital?															
Presentation New Vocabulary and structures.	<p>Vocabulary: Revise these words: school - hospital - museum-office –post office – shopping mall – electricity – electrician- builder – under- behind- next to-between- socket- park-apartment- wind turbine- engineer- architect.</p> <p>Language: The school is next to the park. The museum is behind the hospital.</p>															
Refer To teacher's guide page	Pages 130/131															
Exercise	No1 :1/2		Page : 130													
Exercise	No2: 1/2		Page : 131													
Assessment	Which job do you like to do? Why? Check answers.															
Closing	I will say goodbye. Next time we will revise all sounds in the last three units.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>		Review :2	Lesson:2	Page :132/137
objectives	1-To revise the letter sounds from units (4 to 6) * (f – v)- word stress in two-syllable words- sound discrimination(tin- ten). 2- To evaluate progress in units (4 to 6).			
Materials	<div>Student book</div> <div>C D</div>	<div>real objects</div> <div>Teacher's guide</div>	<div>The board</div> <div>Flash cards</div>	
issues	Awareness of rights and duties- Environmental responsibility.			
Values	Respect - Independence - curiosity.			
Skills	Communication – Participation.			
	<u>Lesson Procedures</u>			
Review	Greet the children and I will revise jobs and places.			
Warm up	Find words have two syllables and show the stress (teacher).			
Presentation New Vocabulary and structures.	Vocabulary: Revise these words and sounds: fan – fish – food – fisherman - van – village – vegetables – living room – builder – plumber - teacher – hat – bag – ten – pen – tin – pin – farmer – run- ran -fix –windmill- screwdriver-tools . Language: I want to be a geologist because I like mining. I want to be a doctor because I like helping people.			
Refer To teacher's guide page	Pages 132/137			
Exercise	No1 :1/2		Page : 132-133-134	
Exercise	No2: 1/2		Page : 135-136-137	
Assessment	What do you want to be? Why? Check answers.			
Closing	I will say goodbye. Next time we will read a beautiful story.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	The reader	In the taxi with uncle Sami	Part:1	Page :147/155												
objectives	1- To listen to and order a story about staying with a taxi driver. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise animals and jobs words.															
Warm up	Ask and check answers: What's your favorite job? Talk about it.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: maize – nature reserve –pipe– mix - wife- puzzle- sink- tractor – nature program – vet - decide – load- dentist- help- crocodile - hippo –medicine-computer games-idea. Language: I want to be a vet. I want to be a taxi driver.															
Refer To teacher's guide page	Pages 147/155															
Exercise																
Exercise																
Assessment	Do you like the story of "In the taxi with uncle Sami"? Why? Check answers.															
Closing	I will say goodbye. Next we will complete the story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	The reader	In the taxi with uncle Sami	Part :2	Page :156/159												
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, and then revise the story.															
Warm up	I will get them to read the story to revise the events.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words from the last lesson.. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions. Language: They will play in groups to do the exercises in the book. I will give help if they need.															
Refer To teacher's guide page	Pages 155/159															
Exercise	No1 :1/2		Page : 158													
Exercise	No2: 1/2		Page : 159													
Assessment	Do you want to be a taxi driver? Why? Check answers.															
Closing	I will say goodbye. We finish our course now, I wish you happy mid-year holiday.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>